

BASIC BUSINESS

20-30



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BUSINESS EDUCATION

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- | | |
|-------------|---|
| G. Branson | - Lord Beaverbrook High School, Calgary |
| R. Sorenson | - Medicine Hat High School, Medicine Hat |
| K. Boyles | - Forest Lawn High School, Calgary |
| J. King | - Bonnie Doon Composite High School, Edmonton |
| B. Teske | - Lindsay Thurber Composite High School, Red Deer |

The Ad Hoc Committee operated under the guidance of the Business Education Curriculum Coordinating Committee:

- | | |
|------------------|---|
| C.M. Cooney | - Crescent Heights School, Medicine Hat |
| Dr. M. Fisher | - University of Lethbridge |
| J.A. MacDonald | - St. Francis High School, Calgary |
| S. Pisesky | - Edmonton Roman Catholic Separate School District #7 |
| R. Schafer | - Henry Wise Wood High School, Calgary |
| J. Prest | - Okotoks Junior-Senior High School, Okotoks |
| Dr. S. Ubelacker | - University of Alberta |
| E. Dayman | - Calgary Public School District #19 |
| R. Maskell | - Jasper Place Composite High School, Edmonton |
| G. Scott | - Spirit River Secondary School, Spirit River |
| | |
| A.A. Day | - Alberta Education |
| Dr. J. Harder | - Alberta Education |
| Dr. S. Kashuba | - Alberta Education |
| D.J. Mortimore | - Alberta Education |
| U.J. Pallas | - Alberta Education |
| S. Prather | - Alberta Education |

NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

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PHILOSOPHY OF BUSINESS EDUCATION PROGRAM

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,
2. Skills for immediate job entry, and
3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

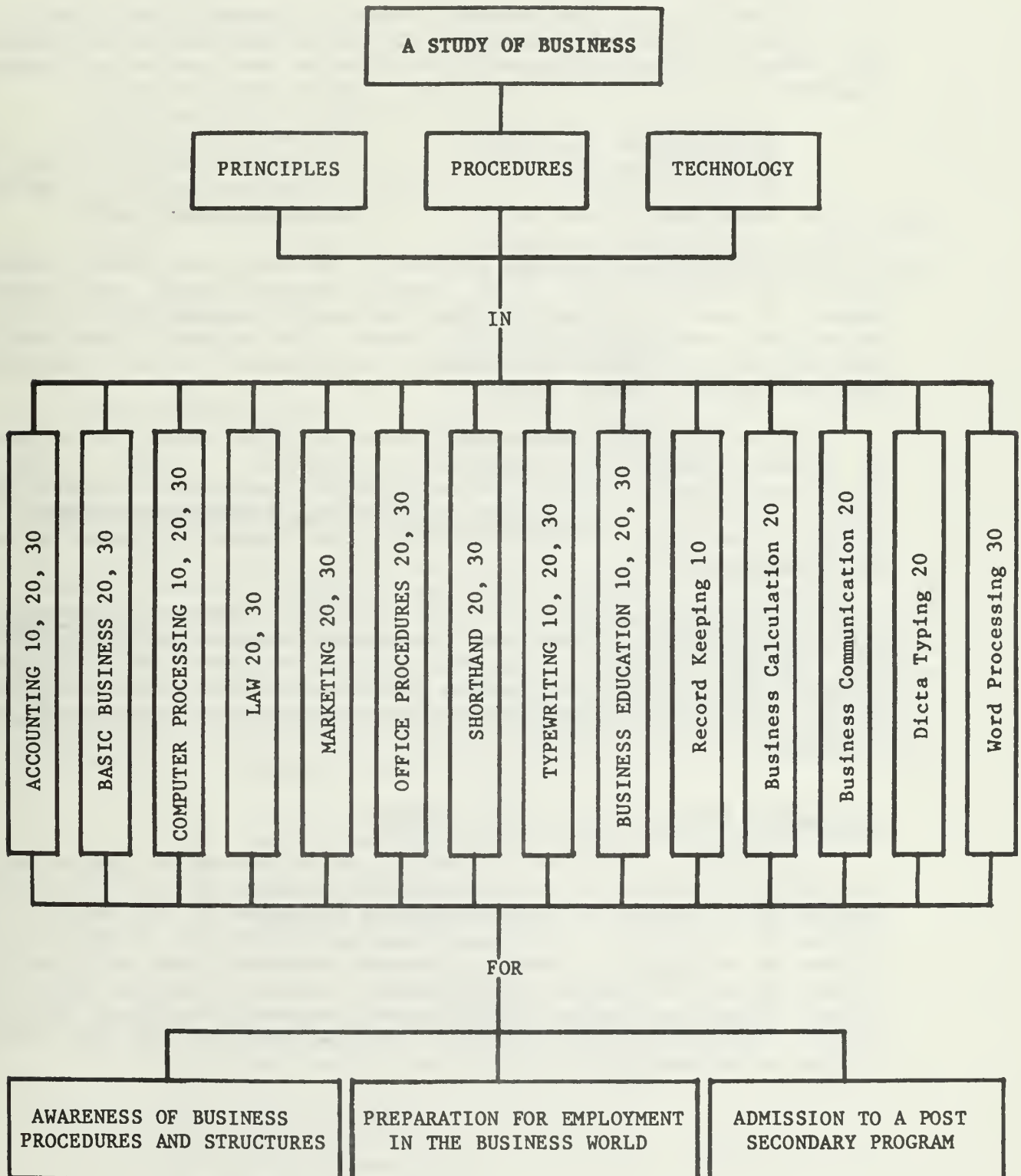
SPECIFIC OBJECTIVES OF THE ALBERTA BUSINESS EDUCATION PROGRAM

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.
2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.
3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.
4. To develop acceptable communication and interpersonal skills.
5. To develop the thinking strategies and problem-solving abilities of students.
6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.
7. To expose students to the vast laboratory of business for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.
8. To provide for a general understanding of business and the development of skills for personal use.
9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.
10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF BUSINESS EDUCATION HIGH SCHOOL PROGRAM



GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSE

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas, or strands.

- | | |
|---------------------------------------|--------------------------------|
| 1. Accounting 10, 20, and 30 | 5. Marketing 20 and 30 |
| 2. Basic Business 20 and 30 | 6. Office Procedures 20 and 30 |
| 3. Computer Processing 10, 20, and 30 | 7. Typewriting 10, 20, and 30 |
| 4. Law 20 and 30 | 8. Shorthand 20 and 30 |

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat certain modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e. Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

- | | | |
|---------------------------|---|---|
| Record Keeping 10 | - | (1) Record Keeping 1
(2) Record Keeping 2
(3) Record Keeping 3 |
| Business Calculation 20 | - | (4) Business Calculation 1
(5) Business Calculation 2
(6) Business Calculation 3 |
| Business Communication 20 | - | (7) Business Communication - Development
(8) Business Communication - Practice
(9) Business Communication - Integration |
| Dicta Typing 20 | - | (12) Dicta Typing 1
(13) Dicta Typing 2
(16) Business Simulation |
| Word Processing 30 | - | (14) Word Processing 1
(15) Word Processing 2
(16) Business Simulation |

ENHANCEMENT: Use Of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

BUSINESS EDUCATION PROGRAM

Course Sequences

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.¹

<u>Maximum Credits</u>						
<u>13</u>	1501 Accounting 10	(3)(5)	2501 Accounting 20	(3)(5)	3500 Accounting 30	(5)
<u>15</u> ³	1527 Computer Processing 10	(3)(5)	2527 Computer Processing 20 ²	(3)(5)	3527 Computer Processing 30	(3)(5)
<u>10</u>			2541 Basic Business 20	(3)(5)	3541 Basic Business 30	(3)(5)
<u>30</u>	1542 Business Education 10	(3)(5)(10)	2542 Business Education 20	(3)(5)(10)	3542 Business Education 30	(3)(5)(10)
<u>3</u>	1550 Record Keeping 10	(3)				
<u>3</u>			2566 Dicta Typing 20	(3)		
<u>15</u>	*1565 Typewriting 10	(3)(5)	2565 Typewriting 20	(3)(5)	3565 Typewriting 30	(5)
<u>3</u>					3567 Word Processing 30	(3)
<u>10</u>			2555 Shorthand 20	(3)(5)	3555 Shorthand 30	(3)(5)
<u>10</u>			2545 Office Procedures 20	(3)(5)	3545 Office Procedures 30	(3)(5)
<u>3</u>			2543 Business Communication 20	(3)		
<u>3</u>			2544 Business Calculation 20	(3)		
<u>10</u>			2430 Law 20	(3)(5)	3430 Law 30	(3)(5)
<u>10</u>			2540 Marketing 20	(3)(5)	3540 Marketing 30	(3)(5)

¹ Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

² Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

³ A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

BUSINESS EDUCATION MATRIX

(13)* ACCOUNTING	(10)* BASIC BUSINESS	(15)* COMPUTER PROCESSING	(10)* LAW
C 1. Basic Accounting Concepts C 2. Journalizing and Posting C 3. Completing the Accounting Cycle C 4. Merchandise Accounting C 5. End-of-Year Adjustments & 8-Column Worksheets E 6. Optional Accounting Tasks E 7. Voucher System and End-of-Year Adjustments E 8. Departmentalized Accounting E 9. Partnership and Corporation Accounting E 10. Cost Accounting E 11. Financial Analysis E 12. Accounting Simulation I E 13. Accounting Simulation II: Computerized Accounting	C 1. Canadian Business C 2. Consumer Credit C 3. Insurance C 4. Economic Concepts C 5. Small Business Management I C 6. Management Technique E 7. Personal Financial Planning E 8. Small Business Management II (Simulation)	C 1. Computers in Business E 2. Overview of Software E 3. Applications: Data Entry E 4. Applications: Word Processing E 5. Applications: Business Simulations E 6. Applications: Data Base E 7. Applications: Electronic Spread Sheet E 8. Overview of Introductory Programming Language E 9. Fundamentals of Input/Output E 10. Introduction to Advanced Computer Programming Technique E 11. Advanced Computer Programming Technique E 12. Extended Programming Project E 13. Introduction to Business Programming Language E 14. Applications in Business Programming Language E 15. Extended Project in Business Programming Language E 16. Graphics E 17. Business Systems Analysis and Program Development E 18. Machine/Assembly Language	C 1. Nature of Law and the Civil Law System C 2. Contract Law C 3. Family Law C 4. Basic Rights and Responsibilities C 5. Labour Law C 6. Property Law E 7. Criminal Justice System E 8. Consumer Law E 9. Tort Law E 10. Controversial Issues

(10)* MARKETING	(10)* OFFICE PROCEDURES	(10)* SHORTHAND	(15)* TYPEWRITING
C 1. World of Marketing C 2. Advertising and Sales Promotion C 3. Distribution of Goods and Services C 4. Marketing Research C 5. Pricing and Financial Activities C 6. Salesmanship E 7. Display E 8. Purchasing & Controlling Merchandise	C 1. Structure of the Business Office E 2. Personnel in the Business Office E 3. Business Communication E 4. Records Management E 5. Information Processing E 6. Clerical Routines E 7. Secretarial Routines E 8. Office Specialties I E 9. Office Specialties II E 10. Office Simulation	C 1. Shorthand Theory 1 C 2. Shorthand Theory 2 C 3. Shorthand Theory 3 E 4. Shorthand Theory, Dictation & Transcription 1 E 5. Shorthand Theory, Dictation & Transcription 2 E 6. Speed & Transcription Skill Building 1 E 7. Speed & Transcription Skill Building 2 E 8. Speed & Transcription Skill Building 3 E 9. Speed & Transcription Skill Building 4 E 10. Speed & Transcription Skill Building 5	C 1. Keyboarding C 2. Keyboarding, Centering and Tabulation C 3. Letters and Essays C 4. Reports C 5. Letters & Tables C 6. Manuscripts C 7. Tables, Business Forms & Financial Reports C 8. Business Correspondence E 9. Specialized Prod. Applications E 10. Production Projects & Review E 11. Professional Applications I E 12. Professional Applications II E 13. Simulation I E 14. Simulation II

OPTIONAL	1. Record Keeping 1	5. Business Calculation 2	9. Business Communication - Integration	13. Dicta Typing 2
Subject to restrictions noted in the curriculum guides, these optional modules may be used to enhance the above courses.	2. Record Keeping 2	6. Business Calculation 3	10. Business Research Project	14. Word Processing 1
	3. Record Keeping 3	7. Business Communication - Development	11. Goal Setting and Career Development	15. Word Processing 2
	4. Business Calculation 1	8. Business Communication - Practice	12. Dicta Typing 1	16. Business Simulation

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20	(3)* DICTA TYPING 20	(3)* WORD PROCESSING 30
C 1. Record Keeping 1 C 2. Record Keeping 2 C 3. Record Keeping 3	C 1. Business Calculation 1 C 2. Business Calculation 2 C 3. Business Calculation 3	C 1. Business Communication - Development C 2. Business Communication - Practice C 3. Business Communication - Integration	C 1. Dicta Typing 1 C 2. Dicta Typing 2 C 3. Business Simulation	C 1. Word Processing 1 C 2. Word Processing 2 C 3. Business Simulation

(30) BUSINESS EDUCATION 10-70-30				
Modules from any of the 8 subject strands, and/or the Optional strand may be combined to form three, five or ten credit courses at the 10, 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.				

*Refers to maximum credits available.

Code: C - Core
E - Elective

Note: Core modules are prerequisites to elective modules.

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available to administrators and business education teachers from Alberta Education.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
 - 11.1 Record Keeping 10
 - 11.2 Business Calculation 20
 - 11.3 Business Communication 20
 - 11.4 Dicta Typing 20
 - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973

From School Book Branch

1. School Book Branch Catalogue
2. Implementing Computer Literacy Programs in Schools (Section 3)

For further information, contact Curriculum Branch, (Program Development Division), Edmonton or Calgary Regional Offices, (Program Delivery Division).

BASIC BUSINESS 20

BASIC BUSINESS 30

Introduction to Basic Business

The Basic Business program at the high school level is designed to help the student develop sound personal skills in financial planning, decision-making, and goal setting.

Students will be aware of the wide range of support and restrictions that influence business decisions and will apply these skills to situations appropriate to personal career planning.

Objectives

The student will:

1. Develop a knowledge and understanding of the structure and principles that control business foundations in Canada.
2. Become aware of the interrelationship of business systems within the local, national, and international scene.
3. Develop an understanding of the fundamental principles that affect consumer choice, terminology, and support mechanisms available to the consumer.
4. Become familiar with the role, influence, and support of the various government agencies at the local, provincial, and national levels.
5. Develop an understanding of the basic economic concepts and their relationship to the business environment and the private citizen.
6. Develop an understanding of the fundamental principles and factors related to success in small business management.
7. Develop understanding and skill in successful personal financial management.
8. Investigate and evaluate the sources of consumer credit.
9. Acquire and apply elementary management techniques.
10. Investigate and analyze the various types of insurance programs.

FLOWCHART OF MODULES WITHIN BASIC BUSINESS SUBJECT STRAND

BASIC BUSINESS 20 CORE

1. Canadian Business

2. Consumer Credit

3. Insurance

BASIC BUSINESS 30 CORE

4. Economic Concepts

5. Small Business
Management I

6. Management Techniques

BASIC BUSINESS 20-30 ELECTIVE

7. Personal Financial Planning

8. Small Business Management II
(Simulation)

Notes on Course Implementation

The Basic Business subject strand is composed of 8 modules. Basic Business 20 may be offered for 3 or 5 credits. Basic Business 30 may also be offered for 3 or 5 credits.

Three modules are designated as core for the 20 level and three are designated as core at the 30 level. Modules are not sequential, except for module 5 which is prerequisite to module 8.

Additional modules to form 5-credit courses may be selected from the two elective modules or from the Optional strand. Modules 1, 2, and 7 are designed to expand consumer awareness within the business context. Modules 3, 4, 5, 6, and 8 are designed to build basic business management skills.

Optional modules which are recommended for use within the course configurations are:

- Module No. 8. Business Communication - Practice
- 9. Business Communication - Integration
- 5. Business Calculations 2
- 10. Business Research Project
- 11. Goal Setting and Career Development
- 16. Business Simulation

Integration of work study and work experience (cooperative education) programs is encouraged.

Access to microcomputers and suitable software is recommended. Refer to individual modules for further information regarding equipment requirements and prerequisites.

MODULE 1: CANADIAN BUSINESS

Status: Core -- Basic Business 20

Purpose: To introduce the student to the free enterprise system and the nature and function of the business institution in Canada.

TOPIC	LEARNING TASKS	TEACHING NOTES
Free Enterprise System	<p>The student will be able to:</p> <p>discuss the characteristics of our free enterprise system and prepare a chart comparing these characteristics with other economic systems</p> <p>differentiate between gross profit and net profit</p> <p>explain why profit is an essential element in the free market process and invite a local businessman or member of the local Chamber of Commerce to discuss this concept</p> <p>illustrate how consumer sovereignty affects competition in the marketplace</p>	<p>Ownership of private property Freedom of choice Competition</p> <p>Gross Profit minus Expenses equals Net Profit</p> <p>Contact the Federation of Independent Businessmen for information on free enterprise</p>
Forms of Business Organization	<p>compare the structure of three major types of business organizations and visit businesses in the community to identify their type of organizational structure</p> <p>discuss the differences and similarities between a limited company (corporation) and a co-operative, visit the local co-op to determine their organizational structure</p> <p>differentiate between a private company and a public company and give examples of each</p> <p>assess the franchise as a form of business</p> <p>outline the advantages and disadvantages of each form of business</p>	<p>Sole Proprietorship Partnership Corporation</p> <p>Identify different types of businesses on a map of the community and color code them</p> <p>e.g. Dairy Queen, Midas Muffler, Fabric Care, Hickory Farms, McDonald's</p> <p>Prepare a chart or bulletin board display</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Nature and Function of a Business	<p>distinguish between primary, secondary and tertiary levels of business</p> <p>discuss the role of purchasing and processing functions</p> <p>demonstrate how advertising can affect market demand</p> <p>recognize the importance of keeping accurate financial records for decision-making purposes</p> <p>describe the various modes of communication available to business and explain their advantages and disadvantages</p> <p>discuss various personnel recruitment procedures available to a business</p>	<p>Visit one of each and report to the class or prepare a poster collage</p> <p>Project: Go through the various activities associated with purchasing</p> <ul style="list-style-type: none"> - identification of need - location of source - negotiation - receiving - storing <p>Prepare a poster showing various types of advertising and mediums involved</p> <p>Guest speaker from a local company to visit the class to discuss recruitment</p>
Current Issues	<p>research and report on a current economic issue of special interest to the Alberta and/or Canadian business climate</p>	<p>Visit a local government office to obtain information</p>
Role of Government	<p>list and describe the various government agencies and programs offering assistance to the business community</p> <p>assess the regulatory effect of government on business</p> <p>analyze the economic effect government has as a consumer on the Canadian as a consumer</p> <p>understand the extent of assistance available from local government</p>	<p>Prepare a report on the agencies</p> <p>Prepare a chart showing the rules</p> <p>Department of Agriculture Labour Standards</p>

MODULE 2: CONSUMER CREDIT

Status: Core -- Basic Business 20

Purpose: To investigate the roles, types, costs and sources of consumer credit available today.

TOPIC	LEARNING TASKS	TEACHING NOTES
The Role of Credit	<p>The student will be able to:</p> <p>define credit</p> <p>explain the reasons behind the increased use of credit</p> <p>list and explain the advantages and disadvantages of credit</p> <p>list the different types of credit available in the community</p> <p>list and describe the factors which constitute good credit</p> <p>illustrate by examples the effect credit has on consumption and production</p>	<p>Prepare a chart comparing these advantages and disadvantages</p> <p>Collect application forms from these sources and prepare a bulletin board display</p> <p>Prepare a bulletin board display illustrating the three C's (character, capital, capacity)</p>
Types of Credit	<p>differentiate between long term and short term credit</p> <p>differentiate between public and government credit</p> <p>differentiate between the various credit plans at work in the community</p>	<p>Prepare a bulletin board display showing what types of goods can be purchased with the different types of credit</p>
Cost of Credit	<p>define dollar cost, installment and monthly credit, compare the cost of buying an item by cash or credit</p> <p>compute interest rates, dollar costs, and total costs of different credit plans</p> <p>critically analyze various credit plans as to their value to the consumer</p>	<p>Calculate the total cost of buying a car or T.V. using different types of credit</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Sources of Credit	<p>identify the various sources of purchase and loan credit</p> <p>identify specific credit sources in the community</p> <p>describe the characteristics of various sources of credit</p> <p>explain the role of credit bureaus</p> <p>evaluate the phenomenon of multi-use credit cards</p> <p>explain how debit cards work and their advantages over credit cards</p>	<p>Prepare a chart showing these sources</p> <p>Visit each one and report back to the class on the advantages and disadvantages of each</p> <p>Arrange to have a guest speaker from the local bureau to talk to the class</p>
a. Use of Credit	<p>assess various guidelines concerning the use of credit</p> <p>formulate a personal set of credit guidelines</p> <p>describe the process of declaring personal bankruptcy</p> <p>evaluate case studies where the use of credit has led to financial difficulties</p>	<p>Prepare a transparency to illustrate this to the class</p>
b. Helping Agencies	<p>describe the functions of both government and private helping agencies</p> <p>illustrate how these agencies may alleviate credit problems</p>	<p>Visit and report to the class on the services available from these agencies (Department of Consumer and Corporate Affairs)</p> <p>Debit Consolidation</p>
c. Cashless Society	<p>research and report on the cashless society</p>	

MODULE 3: INSURANCE

Status: Core -- Basic Business 20

Prerequisite: Modules 1 and 2

Purpose: To make sound business decisions about the kind of insurance available and thereby attain the most satisfactory plan for his/her present situation.

TOPIC	LEARNING TASKS	TEACHING NOTES
Development of Insurance	<p>The student will be able to:</p> <p>describe the basic purpose of insurance</p> <p>discuss the historical development of the insurance industry</p> <p>explore the roles and careers of the agent, adjustor and actuary</p>	<p>Insurance Bureau of Canada for various pamphlets</p> <p>Department of Consumer and Corporate Affairs (Alberta)</p> <p>Library for Learning Activity Package</p> <p>Prepare a time chart tracing this historical development</p> <p>Prepare reports to be presented to the class on careers</p>
Types of Risks	<p>define risk</p> <p>identify and describe the various types of risks that are "insurable"</p> <p>explain how economic risks may be "shared" or "pooled"</p> <p>identify and explain how the costs of various forms of insurance are determined</p>	<p>Life, Automobile, Home, Medical, Property, Business</p> <p>Prepare a bulletin board display showing the various types of insurance</p> <p>Whole Life</p> <p>Term</p> <p>Prepare a chart on the types of life insurance, comparing the advantages and disadvantages</p>
Legal Aspects of Insurance	<p>examine the importance of various clauses in an insurance policy</p> <p>identify the parties to an insurance contract</p> <p>explain insurable interest, indemnity principle, duty of disclosure, subrogation, and other special considerations</p>	<p>Obtain a guest speaker from the insurance bureau to explain the various terms and legal aspects of insurance policies</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Forms of Insurance	analyze and compare the various forms of insurance coverage including the procedures for premium payment, applications, cancellation, renewal and reporting losses	Class visits to various insurance companies to collect forms for classroom discussion
Government and the Insurance Industry	<p>describe various forms of government control over investments, reserve requirements and licensing</p> <p>discuss the implications of the insurance act</p> <p>identify forms of insurance available from various government agencies in Canada</p>	<p>Unemployment Insurance Commission, Workers' Compensation Board Crimes Compensation, Uninsured Motor Vehicle Claims Fund Prepare a bulletin board display illustrating the forms to be completed</p> <p>Have a guest speaker from Unemployment Insurance Commission visit the class</p>

MODULE 4: ECONOMIC CONCEPTS

Status: Core -- Basic Business 30

Purpose: To introduce the basic economic ideas which determine production, distribution and pricing.

TOPIC	LEARNING TASKS	TEACHING NOTES
Introduction to Economics	<p>The student will be able to:</p> <p>distinguish between the economic meanings of scarcity and shortage</p> <p>discuss the process involved in making individual economic choices</p> <p>assess the ways in which a society can choose to solve the production, pricing, and distribution problems</p> <p>analyze the economic benefits of labour specialization and trade</p>	<p>Prepare a chart showing the relationship between supply and demand</p> <p>Social process Political process Market process</p>
Economic Systems	<p>compare and contrast capitalism, socialism and communism</p> <p>explain how each system deals with the question of production, pricing, and distribution</p>	<p>Prepare a chart showing the differences</p>
Concepts of Money	<p>define the function of money in our economic system</p> <p>illustrate how the banking system creates money</p> <p>demonstrate how to use a price index</p> <p>describe the components of the Gross National Product</p> <p>discuss the function of the National Accounts</p>	<p>Obtain a guest speaker to explain this concept (i.e., local banker)</p> <p>Create a bulletin board display showing the evolution of our money system in the form of a time line</p> <p>Prepare a chart comparing the Gross National Product of various countries</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Concepts of Income	<p>describe the nature of the circular flow of income and spending</p> <p>explain the income multiplier effect</p> <p>recognize the inter-relationship between the income multiplier and the accelerator principle</p>	Prepare a transparency showing the circular flow
Monetary Policy	<p>discuss the effectiveness of the tools of monetary policy</p> <p>assess the impact that monetary policy has on inflation and unemployment</p>	
Fiscal Policy	<p>define the two main tools of fiscal policy</p> <p>discuss the effect of fiscal policy on total spending and unemployment</p>	
Economic Policy Making	<p>examine some of the problems of economic policy making, such as, lags in decision making and forecasting</p> <p>recognize the various revenue sources available to governments through taxation</p>	Prepare a collage of sources of revenue
Market Structure	<p>define market structure and prepare a chart identifying the various elements of our market system</p> <p>explain the importance of private property in our economic system</p> <p>explain how supply, demand, and price work together in the model of the pure market system</p>	Prepare graphs to illustrate the relationship of price, supply, and demand
Factors of Production	<p>identify and describe the factors of production and discuss their inter-relationship</p>	Prepare a collage showing these factors of production (land, capital, labour)

TOPIC	LEARNING TASKS	TEACHING NOTES
Income Distribution	<p>describe how productivity determines income distribution</p> <p>illustrate through specific examples how taxation can be used to re-distribute income</p>	<p>Identify, research and write a well organized theme on a current economic topic such as: pollution, poverty, inflation, depression</p>

MODULE 5: SMALL BUSINESS MANAGEMENT I

Status: Core -- Basic Business 30

Purpose: To study the importance of and to examine the opportunities for small business in Alberta and across Canada.

TOPIC	LEARNING TASKS	TEACHING NOTES
Importance to Economy	<p>The student will be able to:</p> <p>discuss the importance of the small business enterprise in our economy</p> <p>recognize the role of the Federal Investment Review Agency</p>	<p>Source: Statistics Canada</p> <p>Prepare a chart comparing the numbers of small and large businesses in Canada</p> <p>Prepare a collage display showing various types of small businesses</p>
Elements of Business Opportunity	<p>understand the growth process of companies</p> <p>describe the advantages and disadvantages of owning your own business</p>	<p>Prepare a report on the history and growth of a Canadian "success" story (Canadian Tire)</p> <p>Alberta Department of Economic Development</p> <p>Alberta Chambers of Commerce</p> <p>local business development department</p>
Management Tools	<p>describe the various business management tools that are of use to every small business owner (i.e., the accounting process, incentives, electronic technology)</p>	
Small Business Failure	<p>analyze the reasons for small business failure</p>	<p>Poor management skills</p> <p>Lack of sufficient capital</p> <p>Materials available from Alberta Corporate and Consumer Affairs, newspapers, periodicals</p>
Assistance for Small Business	<p>recognize the possibility of financial assistance in establishing and developing a small business</p> <p>investigate and report on various governmental and private sources of financial assistance</p> <p>discuss the various risks and benefits of entering into a business</p>	<p>Federal Development Bank</p> <p>Alberta Chamber of Commerce</p> <p>Chartered Banks</p>
Concept of Management	<p>compare the advantages of salaried employment to that of small business ownership</p> <p>identify the primary activities of all management personnel</p> <p>discuss the functions of business that management must coordinate</p>	<p>Prepare a chart showing this comparison.</p> <p>Planning, Organizing, Controlling, Co-ordinating, Decision making</p> <p>production, marketing, finance, personnel</p>

MODULE 6: MANAGEMENT TECHNIQUES

Status: Core -- Basic Business 30

Purpose: To acquire and apply elementary management techniques and employ these techniques in coping as an employee.

TOPIC	LEARNING TASKS	TEACHING NOTES
Management Skills	<p>The student will be able to:</p> <p>describe and examine popular theories of management</p> <p>understand the controlling function of management (budgetary and non-budgetary methods)</p> <p>recognize GRANT, PERT, and CPM methods of control</p> <p>understand the planning function for long-term and short-term planning and recognize the need for flexibility</p> <p>understand the organizing function of management</p> <p>understand the directing function of management</p> <p>prepare a time-line showing the evolution of various management theories and ideas</p>	<p>Prepare a report on these theories (Theory X, Theory Y, etc.)</p> <p>Prepare a project where they use GRANT method of control (i.e., plan an itinerary, buy a car, etc.)</p> <p>outline short-term (1 month) and long-term goals (over a year) and objectives</p> <p>Prepare an organizational chart (local business, the school, school board, etc.)</p>
Managing Human Resources	<p>explain behaviour according to specific theories of human behaviour</p> <p>list and describe specific communication skills</p> <p>analyze the effectiveness of specific communication skills</p> <p>list and describe specific personality traits</p> <p>list types of training offered in business</p> <p>explain the necessity for a job evaluation</p> <p>propose a job evaluation format for a specific business</p> <p>list and explain the functions of the personnel department</p>	<p>Maslow McLelland Herzog</p> <p>Visit a variety of local businesses and identify and report on the various training programs available</p> <p>Collect job evaluation forms from a number of businesses and compare them</p> <p>Invite personnel manager from a local business to speak to class</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Labour Relations	<p>explain the necessity for government legislation regarding organized labour</p> <p>assess the effectiveness of such legislation</p> <p>judge the degree of harmony between labour/management in given situations</p>	<p>Library research and report on the history of the labour movement Labour Relations Act</p> <p>Research and report on current government labour legislation Bill 44 - Right to Strike</p> <p>Buying in a bargaining agent</p>
Management of Information	<p>describe various types of internal and external communications</p> <p>list various means used to transmit and store information including data management systems</p>	<p>Visit businesses which are data management on computers</p> <p>Prepare a chart on various forms of information available for management decision-making</p> <p>Prepare a bulletin board display to illustrate the above</p> <p>If microcomputer and information management software is available, demonstrate, or have students set up a file</p>
Decision-Making	<p>identify the need for making valid decisions</p> <p>list the steps in the decision making process</p> <p>outline the blocks to good decision making and develop strategies to overcome them</p>	<p>Prepare a transparency on the 7-step decision-making process</p>
Coping	<p>describe and examine current theories of coping with problems and stress</p> <p>evaluate the effectiveness of various methods of coping in given situations</p>	<p>Research and report on various techniques of coping with management problems</p> <p>Management by Objectives</p> <p>Flex-time</p> <p>Job Enlargement</p> <p>Job Simplification</p>
Time Management	<p>identify the need for good time management as a business resource</p> <p>describe where time goes and identify time wasters</p> <p>develop a plan to make maximum use of available time</p> <p>describe the techniques used by effective time managers</p>	<p>Research and report on various techniques to use time more effectively</p> <p>Prepare a chart outlining good time management techniques</p> <p>Monitor personal activities over one week, judging time management effectiveness</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
<p>Employer's/Employee's Expectations</p>	<p>outline the employer's/employee's expectations in both an interview and on-the-job situation</p>	<p>Prepare a chart showing the similarities and discrepancies in these expectations</p> <p>Students to do library research and report on current issues</p> <ul style="list-style-type: none"> - management/labour relations - Japanese management methods

MODULE 7: PERSONAL FINANCIAL PLANNING

Status: Elective -- Basic Business 20 or 30

Purpose: To explore the activities and considerations required to plan and successfully manage personal finances.

TOPIC	LEARNING TASKS	TEACHING NOTES
Budgeting	<p>The student will be able to:</p> <p>describe problems facing consumers in the marketplace</p> <p>construct a set of financial priorities with present and future goals</p> <p>list and explain deductions from income</p> <p>compare fixed and flexible expenses</p>	<p>Visit various banks and financial institutions to obtain forms on budgeting</p> <p>Prepare a chart on the advantages of budgeting</p> <p>Guest speaker from the Department of Consumer and Corporate Affairs to discuss budgeting</p> <p>Prepare a poster showing various types</p>
Savings and Investment	<p>construct general guidelines for savings based on income, job security and reasons for saving</p> <p>describe how to open a savings account at a chartered bank</p> <p>calculate interest earned given the current rates of interest</p> <p>compare the various types of savings accounts available</p> <p>differentiate between savings and investment institutions</p> <p>explain the advantages and disadvantages of registered investment and savings plans</p> <p>define inflation, outline some of the implications, and propose solutions to the problems posed by inflation on savings of investments</p> <p>organize a blueprint for specific savings situations</p>	<p>Holidays</p> <p>Emergencies</p> <p>Long term goals: house, car, university</p> <p>Visit a bank and obtain information on various services</p> <p>Prepare a bulletin board display on various banking forms</p> <p>banks, trust companies, mutuals, brokerage firms</p> <p>e.g., RRSP, RHOSP</p> <p>Collect samples of each</p>

TOPIC	LEARNING TASKS	TEACHING NOTES
Consuming	<p>differentiate between needs and wants and apply this to buying situations</p> <p>list and describe those government and private agencies which can assist consumers</p>	<p>Prepare a collage illustrating various needs and wants</p> <p>Invite a panel of speakers from Government and private agencies to discuss consumer assistance programs</p> <p>Department of Consumer and Corporate Affairs (Federal) Department of Consumer and Corporate Affairs (Provincial) Better Business Bureau</p>
Borrowing	<p>list specific purposes for borrowing money</p> <p>identify sources of money</p> <p>compare the advantages and disadvantages of borrowing from different sources</p> <p>identify and discuss the purposes and differences of long term and short term loans</p>	<p>Car, Home Improvement, Buying Appliances, etc.</p> <p>Prepare a chart comparing these different sources of money</p>

MODULE 8: SMALL BUSINESS MANAGEMENT II (SIMULATION)

Status: Elective -- Basic Business 20 or 30
Prerequisite: Basic Business Module 5 (Recommended)

Purpose: To examine, through simulation, the basic management processes and activities necessary to a small business.

TOPIC	LEARNING TASKS	TEACHING NOTES
Defining a Business	<p>The student will be able to:</p> <p>define the purpose of a business and to develop an awareness of the various aspects of the community</p>	<p>Visit various small businesses in the community</p> <p>Prepare a chart listing the various activities which must be considered</p>
Starting a Business	<p>identify those preconditions which provide for the creation of a business venture</p> <p>understand the types of business organizations</p> <p>realize that the rationale for starting a business is the profit motive while at the same time providing needed goods and/or services</p>	<p>Prepare a manual showing the steps required to set up a business</p>
Operating a Business	<p>develop a basic knowledge of the rules and regulations by which a business operates</p> <p>understand the constraints placed on those who operate a business</p> <p>learn how a business provides for the marketing and distribution of goods and services at the local, national, and international levels</p>	
Succeeding in Business	<p>gain an understanding of how a business venture is planned and executed and the importance of planning strategies</p> <p>gain an understanding of the importance of management techniques and record keeping procedures</p> <p>understand the options of bankruptcy and receivership when businesses are having financial difficulty</p>	<p>Prepare an income statement and profit and loss statement</p>

1.1. Назначение и задачи

Объект исследования представляет собой комплексную систему, предназначенную для решения задач в области [неясно]. Основные задачи работы заключаются в [неясно].

В ходе работы были проведены следующие мероприятия: [неясно].

Результаты проведенных работ свидетельствуют о том, что [неясно].

В заключение следует отметить, что [неясно].

В ходе работы были выявлены следующие проблемы: [неясно].

Для решения этих проблем необходимо [неясно].

В заключение следует отметить, что [неясно].

В ходе работы были выявлены следующие проблемы: [неясно].

Для решения этих проблем необходимо [неясно].

В заключение следует отметить, что [неясно].

LEARNING RESOURCES

The prescribed learning resources are:

Murphy, T., Williams, Bob, et al., The World of Business,
John Wiley & Sons, (suitable for introductory and intermediate
level).

Fuhrman, P.H., Business in the Canadian Environment,
Prentice-Hall Canada Ltd. (suitable for advanced level course).

* The recommended learning resources are:

Murphy, T., Williams, Bob, et al., Teacher's Manual for World of
Business, John Wiley & Sons.

Murphy, T., Williams Bob, et al., Student Workbook for World of Business,
John Wiley & Sons.

Fuhrman, P.H., Instructor's Manual for Business in the Canadian
Environment, Prentice-Hall Canada Ltd.

*Additional recommended and supplementary resources may be approved in
1984-85 school term.

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Basic Business Subject Strand

COURSE CONTENT	MURPHY THE WORLD OF BUSINESS	FUHRMAN BUSINESS IN THE CANADIAN ENVIRONMENT
1. Canadian Business		
a) Free Enterprise System	Chapter 1/2 Unit A	Part I Chapter 1
b) Forms of Business Organization	Chapter 1/2 Unit B	Part I Chapter 3
c) Nature and Function of Business	Chapter 2 Unit C	Part I Chapter 2
d) Current Issues	-	-
e) Role of Government	Chapter 12 Unit A	Part 4 Chapter 12
2. Consumer Credit		
a) Role of Credit	Chapter 9 Unit A	-
b) Types of Credit	Chapter 9 Unit A	-
c) Cost of Credit	Chapter 9 Unit C	-
d) Sources of Credit	Chapter 9 Unit B	-
3. Insurance		
a) Development of Insurance	Chapter 10 Unit A	-
b) Types of Risks	Chapter 10 Unit A	-
c) Legal Aspects of Insurance	Chapter 10 Unit A	-
d) Forms of Insurance	Chapter 10 Unit B,C	-
e) Government and Insurance Industry	Chapter 12 Unit B	-
4. Economic Concepts		
a) Introduction to Economics	-	Part I Chapter 2
b) Economic Systems	-	Part I Chapter 1
c) Concepts of Money	Chapter 7 Unit A	-
d) Concepts of Income	-	-
e) Monetary Policy	-	-
f) Fiscal Policy	-	-
g) Economic Policy Making	-	-
h) Market Structure	Chapter 3 Unit A	-
i) Factors of Production	Chapter 1 Unit B	Part I Chapter 1
j) Income Distribution	-	-
5. Small Business Management I		
a) Importance to Economy	Chapter 1 Unit A	-
b) Elements of Business Opportunity	-	-
c) Management Tools	Chapter 5 Unit A,C	-
d) Small Business Failure	-	-
e) Assistance for Small Business	-	-
f) Concept of Management	Chapter 2 Unit C	-
6. Management Techniques		
a) Management Skills	-	Part 2 Chapter 4,5,6
b) Managing Human Resources	-	Part 3 Chapter 10
c) Labour Relations	-	Part 4 Chapter 11
d) Management of Information	-	Part 2 Chapter 6
e) Decision Making	-	-
f) Coping	-	-
g) Time Management	-	-
h) Employer's/Employee's Expectations	-	-
7. Personal Financial Planning		
a) Budgeting	Chapter 4 Unit A	-
b) Saving and Investment	Chapter 7 Unit B	-
c) Consumers	Ch. 8 Unit A,B,C	-
d) Borrowing	Chapter 9 Unit B	Part 3 Chapter 9

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